



DIRECTOR III – PREVENTION AND INTERVENTION

DEFINITION:

Under the direction of the Executive Director of Student Support Services, the Director of Prevention and Intervention will lead the Prevention & Intervention Department, overseeing Mental Health efforts and Multi-Tiered Systems of Support (MTSS). This role will include the coordination of academic, behavioral, and social emotional supports and interventions, including SST and 504 plans. The Director will also work closely with Curriculum & Instruction staff to support the purposeful integration of MTSS into instruction. Crisis response and coordination is another critical component of the role, and this person will provide direct support to schools in times of crisis while developing new and leading existing student and parent outreach efforts to ensure that our schools can identify and respond effectively to student needs.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Develops, leads, implements, monitors, and collaborates with other staff in the schoolwide integration of a Multi-Tiered System of Supports (MTSS)
- Provides technical assistance to administrators, teachers and school-based leadership teams to facilitate implementation of a Multi-Tiered System of Supports at the district and school levels connected to the Professional Learning Community (PLC) process
- Collaborates with school sites to develop and implement infrastructure to support collaborative planning and problem solving in supporting the “whole child”
- Facilitates collaborative planning and inquiry within the district “Learning Cycle” with district and school-based teams and supports the work of Professional Learning Communities
- Supports the implementation of academic, social emotional and behavioral common assessments and interventions at the elementary, middle, and high school levels
- Utilizes data to inform instructional planning and monitor the effectiveness of social-emotional, academic and behavior instruction at the core, supplemental, and intensive instruction/intervention levels
- Collaborates with educators and other stakeholders to create safe, healthy, and supportive learning environments for all students
- Develops pre-referral intervention strategies for teachers and specialists to assist students in participating in general education and/or least restrictive environments
- Collaborates with Student Support Services coordinators to better serve stakeholder groups
- Coordinates all aspects of crisis intervention including maintenance of case records and documentation coordination of the mobile crisis intervention team and follow up care service and support access to resources for schools, families and students post-crisis
- Coordinates Mental Health services and Mental Health education to enhance access to services for family violence, suicide prevention, substance abuse and other related crisis issues
- Pursues grants and other funding opportunities to augment the program and administer their implementation
- Supervises and directs the coordination of pupil services in specialized areas, including student support teams (SST) and 504’s Plans in the areas of compliance and professional responsibilities of staff
- Supervises and participates in evaluation of prevention and intervention staff including Coordinator of Interventions, Wellness Coordinators, Elementary Resource Counselors, and other staff
- Assigns and arranges schedules, counsels regarding professional, personal, and related problem

- Serves as member of the District Leadership Team
- Analyzes department budget, allocates resources and monitor expenditures
- Recruits, hires, trains and prepares classified staff to serve as elementary Guidance Assistants and secondary Guidance Paraprofessionals

KNOWLEDGE OF:

Applicable state and federal laws, regulations, and compliance requirements governing special education programs in California; State funding allocation methods

ABILITY TO:

Communicate orally and in writing sufficient to express ideas, thoughts, and instructions clearly to clients, community, and staff; collaborate with other agencies in planning and implementing effective special education programs, including staff and parent training, within established budget constraints; analyze complex situations and prepare response alternatives for consideration by decision-making groups.

CREDENTIAL

California Administrative Services or other related Services credential. Pupil Personnel Credential authorizing service in School Psychology is preferred.

EDUCATION AND EXPERIENCE:

- Three years of successful certificated teaching experience.
- A Master's degree from an accredited college or university is preferred.
- Valid California teaching or other related Services credential.
- Possession of a valid California driver's license.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to walk.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate

